**LESSON PLAN FORMAT**

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| Name: Erica Flores | Date: 09-16-2010 | Lesson #: 1 |  | Grade: 2nd |
|  | | | Subject: Math for Hearing Impaired | |
| Behavioral Objective: Students will understand what fact families are and be able to give their own examples.   |  |  |  |  | | --- | --- | --- | --- | | **ACTIVITY** | **DESCRIPTION OF ACTIVITIES**  **AND SETTING** | **MATERIALS AND**  **SUPPLIES** | **TIME** | | 1. Focus and  Review | Review that addition is counting up (to the right) and subtraction is moving backwards (to the left)  Definition of addends. | None | 1 – 2 minutes | | 2. Statement of  Objective | Competency Goal 1 – The learner will read, write, and model numbers through 99 and compute with whole numbers.  1.01 Develop number sense for whole numbers through 99.  1.03 Develop fluency with single-digit addition and corresponding differences using strategies such as modeling, composing and decomposing quantities, using doubles, and making tens.  1.04 Create, model, and solve problems that use addition, subtraction, and fair shares (between two or three). | None |  | | 3. Teacher  Input | I will explain what fact families are through a power point. Focusing on the point that they have 3 different numbers and they form 4 different equations. (2 addition and 2 subtraction). I will also relate the fact families to actual families. Show how each has a dad, mom, and baby. | Power Point | 5 - 7 minutes | | 4. Guided  Practice | We will work on examples in the power point presentation as a group. Students will work in groups to work on math fact family. One student will write the first addition sentence and the other 2 students will complete the other 3 sentences. Then they will all check to make sure they have to correct answers. After they will come up in groups and show their fact families to the rest of the class. | Boards and dry erase marker | 5 -10 minutes | | 5. Independent  Practice | I will pass out worksheets with 5 fact families using the numbers 1-20.  I will give them different math sentences and with different parts missing, so not only do they have to figure out the missing part , but also the 3 other math sentences | Paper and pencils | 5-10 minutes | | 6. Closure | Ask the students what fact families are? How many math sentences do they include?  And answer any question they may have. |  | 2 – 3 minutes | | | | | |